Freedom Middle

2014-15 School Improvement Plan

Freedom Middle

2850 W TAFT VINELAND RD, Orlando, FL 32837

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	78%

Alternative/ESE Center	Charter School	Minority
No	No	80%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the classroom level, teachers actively utilize elements from the Marzano Instructional Framework, which focuses on establishing and maintaining effective relationships. In addition to in-class practices, Freedom Middle School has a vast amount of extracurricular activities available for students. School-sponsored clubs include: Student Council, Freedom Knitters, Movie Club, Battle of the Books, Freedom Fitness Club, Chess Club, Reading Club, Year Book, and National Junior Honor Society. Non-school sponsored activities include the Boys & Girls Club of Central Florida. The majority of the clubs are overseen by Freedom Middle School faculty, these clubs address the various interests of our diverse student population. Freedom Middle School also employs student surveys to gain feedback on positive behavior support incentives and school spirit activities.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Freedom Middle School provides active supervision before, during, and after school. Supervision is employed at 8:30 AM for early arriving students. During school hours, an active supervision plan is employed which maximizes all leadership team members and additional staff members who are placed strategically in the common areas, as well as teachers at their doors receiving students and monitoring the hallways. This is conducted when students enter the school, transition between classes, and exit the school. After school, each event is monitored and supervised by a select number of leadership team members for events held at Freedom and other OCPS locations. A member of the leadership team remains to ensure all students are safely picked up.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A school-wide disciplinary matrix is implemented at Freedom Middle School, not only informing students of what inappropriate behavioral outcomes are, but the equivalent consequence to follow each occurrence. This is posted in the courtyard on the discipline and PBS bulletin board, in each hallway, and in the TLC (discipline) office. Additionally, Deans monitor and review common offenses and utilize televised announcements to communicate expectations to students. The Code of Student Conduct is reviewed on a quarterly basis, holding students accountable for their behavioral expectations. A professional development related to school discipline is covered during pre-planning week and a the end of the 1st semester as a refresher and follow up. Throughout the school year, deans communicate to teachers on an individual basis when additional training is required.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The guidance department provides comprehensive guidance services to all students at Freedom Middle School via a needs assessment completed by every student during the first grading period of each school year. The guidance counselors provide small group and one-on-one counseling for a variety of student needs based on the results of the needs assessment.These services include, but are not limited to grief, divorce, depression, and social skills. The guidance department partners with SEDNET agencies to provide support in the home environment as well as at school. Additional school resource personnel such as the school social worker, school psychologist and school resource officer are all part of the school team which addresses the social and emotional needs of all students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Freedom Middle School practices a Multi-Tiered System of Supports (MTSS) as an early warning system for "at risk" students as indicated based on attendance rate, discipline, academic failure and below average standardized testing measures.
The MTSS early warning system is a school-wide initiative coordinated by a designated MTSS Coach and supported by a team of administrators, instructional coaches, resource staff and deans:
Principal, Dusty Johns
Assistant Principal of Instruction, Michele Wiggins
Assistant Principal, Franita Poke
MTSS Coordinator, Penelope Lowe
Curriculum Resource Teacher, Kelly Delaney
Reading Coach, Amanda Stewart
Math Coach, Donald Hoessler
Dean of Students, Robert Walker
Dean of Students, Stefan Domenig
Media Specialist, Bethany Chappetta
Language Enriched Pupil Compliance Teacher, Elizabeth Pagan
Staffing Specialist, Beth Hoover
The procedures to address each early warning indicator are as follows:
Attendance below 90 percent-
Attendance is monitored monthly via EDW and SMS by the attendance designee, Elizabeth Pagan. Per the guidelines of mandatory attendance and truancy procedures, students who are truant or habitually truant will receive intervention via the Attendance Child Study Team process. Additional support staff such as the School Social Worker and School Resource Officer may be added to the MTSS team to support the intervention plan for attendance.
One or more suspensions-
Freedom Middle School employs a Positive Behavior System (PBS) entitled PURE Panther and R.E.A.L.- Pure Panther is in place to encourage and support only pro-social behaviors such as "random acts of kindness". Tiered incentives are in place for the quality of Pounces a student receives for demonstrating the aforementioned behavior. R.E.A.L. (Respect, Explore, Achieve, Lead) will encourage and support students who immerse themselves in the school culture.
Students who are suspended from school receive counseling support via the guidance staff, Carol Swanburg (grade 8 and grade 7 M-Z) and Sejal Shah (grade 6 and grade 7 A-L), upon the student's return to class/school. A copy of the discipline referral is provided to the designated counselor to intervene regarding the disciplinary issue, further behavioral support referrals and follow-up with family members as needed will be provided by the guidance staff. In the instances of repeat

offenders, a formal behavior improvement plan will be developed by the school staff to identify the purpose of the repeated misbehavior and to create an individualized positive behavior response system to reduce the behavior from reoccurring.

Course failure in core content-

Students who fail any core content is given an opportunity to recover the course during the school year or in the summer following the conclusion of the school year. Students who do not complete a summer course recovery are re-enrolled in the course the following school year while concurrently being enrolled in grade level courses. Students are also provided an opportunity to recover courses through the Edgenuity program. Students have access to computer based lab instruction and receive on-site school support via the after-school tutoring program. A school-based designee provides opportunities to "unlock" exams and monitor students through the course. Edgenuity course options include module recovery, summer school recovery, and a nine weeks exam recovery.

A level 1 on state-wide standardized test in English Language Arts or math-

Students who score a level 1 on a state-wide standardized test in the area of English Language Arts will receive additional instructional support via double block of Intensive Reading. Students who score a level 1 on a state-wide math test in the area of math will receive supplementary instruction via intensive math class.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	**7**	**8**	
Attendance below 90 percent	20	34	42	96
One or more suspensions	28	49	61	138
Course failure in ELA or Math	10	5	0	15
Level 1 on statewide assessment	71	102	92	265

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	**7**	**8**	
Students exhibiting two or more indicators	21	37	42	100

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Academic Intervention-

Intensive reading class program: Achieve 3000 and Read 180

Achieve 3000 is an online system using high-quality non-fiction at each child's Lexile level to deliver differentiated reading and writing assignments. The content of the assignments changes as the student's Lexile level increases through through real-time data and reports. Assignments can be given to the entire class- but at differentiated levels.

Read 180 is a comprehensive intervention program which includes the five essential components of reading instruction including explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials. Instruction is more intensive, explicit, systematic and more motivating than instruction students have previously received.

Intensive math class program: Rotational model using HMH Math/ALEKS

Math intervention programs provide resources above and beyond what the core curriculum provides. Skills can be targeted intervention to the needs of students and can take place in small groups or with

technology assistance.

ALEKS- Assessment and Learning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topic he/she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions.

Edgenuity Course Recovery-

Students who have been identified for failing an English language arts, math, science, or social studies class are enrolled in the Edgenuity course recovery program. Students have access to open labs during school-wide after school tutoring available on Tuesdays and Thursdays from 4:00-5:30. Students may also access lessons from home but must have tests administered on the school campus by the Edgenuity designee. All students enrolled in Edgenuity sign a contract which stipulates that the student must earn 70%

After school tutoring program

Small group and individual instruction

Frequent (weekly/bi-monthly) progress monitoring of intervention

Behavioral Intervention-

PBS

Individual positive behavior improvement plan (daily/weekly reinforcement)

Mentoring via Deans

Counseling via Guidance Counselors

Referrel to SEDNET Mental Health Providers

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/177132.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

In an effort to create and maintain partnerships with the local businesses in our community, the Leadership Team has selected goals that correlate with increased student achievement as well as community involvement. To maintain our current relationships, the Partners in Education Coordinator communicates monthly with our partners via email, phone, and our bi-weekly newsletter. To develop new partnerships, our community outreach team meets monthly to analyze the schools needs-assessment in order to identify the community groups that could best meet those needs. Community members are recognized via our school Facebook, Twitter, marquee, and bi-weekly newsletter for their contributions

towards student success. Through continued communication and recognition, Freedom Middle School is able to foster lasting community relationships.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Johns, Dusty	Principal
Wiggins, Michele	Assistant Principal
Poke, Franita	Assistant Principal
Chappetta, Bethany	Instructional Media
Delaney, Kelly	Instructional Coach
Sessions, Ashley	Dean
Hoessler, Donald	Instructional Coach
Hoover, Beth	Other
Lowe, Penelope	Guidance Counselor
Pagan, Elizabeth	Instructional Coach
Stewart, Amanda	Instructional Coach
Walker, Robert	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

All members of the school leadership team have key roles as instructional leaders.
Principal, Assistant Principals- provides the instructional focus and direction for the team ensuring each leadership team member has an active role in monitoring the fidelity of instructional practices through classroom observations, creating a culture of collaboration, attending MTSS meetings and participation in data meetings.
Instructional Coaches- provide instructional support through modeling effective teaching strategies, facilitating professional development, identifying appropriate intervention materials, assisting with the implementation of appropriate strategies and interventions
MTSS Coach, Administrative Deans, CCT, Staffing Specialist- provides instructional support through the integration of instruction and interventions based on the individual needs of students, facilitates staff development for academic and behavioral interventions, guides teachers in the process of collecting and analyzing data, uses data to create MTSS behavior action and support plans.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team collaborated over the summer to develop a streamlined intervention process that notifies all team members and provides specific examples of steps taken at each tier of intervention. Such interventions include:
• Teacher coaching and mentoring
• Professional development
• Lesson study
• Weekly classroom walkthroughs with focused feedback
• Use of HMH and ALEKS for intensive math support
• Continuous Improvement Model
• Mentoring program
• Guidance services
• Tutoring
Title I, Part A: In order to improve the academic achievement of our disadvantaged students, we have in place a mentoring program where faculty and staff are carefully matched with an at-risk or disadvantaged student. The mentor serves as a role model and academic coach, assisting students with goal-setting, conflict resolution, and good organizational skills and study habits.
Title I, Part C- Migrant: In order to improve academic achievement of our migrant students, we have one bilingual paraprofessional to assist with our English Language Learners and non-english speaking students. Our bilingual paraprofessional provides in-class (or pull-out) instructional support to our ELL students on a weekly basis.
Title I, Part D: In order to improve the academic achievement of our neglected and delinquent students, each grade-level guidance counselor monitors the students and provides targeted education and prevention programs and materials including suicide prevention, teen dating abuse and violence prevention, and anti-bullying education to those students in need. These services/ programs are available through our guidance department to all students on campus, with a priority focus on our neglected and delinquent students.
Title X- Homeless: Penelope Lowe is designated as our Homeless Coordinator, facilitating/ coordinating the following services: information on shelters, food pantries, clothing assistance, school supplies, medical services, mental health services, and possible assistance with utility bills. She also coordinates with the Orange County Public Schools (OCPS) social worker, acts as a liaison with the McKinney Vento Act (MVP), assists with bus services for MVP students, and monitors the compliance of applying the MVP law for our homeless population. We are able to use a voucher program for the MVP students for school functions and field trips. Our Homeless Coordinator informs the faculty, as appropriate, with the approval of MVP students and their families.
Supplemental Academic Instruction (SAI): Used to purchase 1.29 positions for intensive reading, which will assist in building the academic foundation of our lowest 25%.
Nutrition Programs: All students receive free breakfast and lunch.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Dusty Johns	Principal
Penelope Lowe	Teacher
Michael Daniels	Business/Community
Ruth Caffrey	Parent
Jose Paguada	Parent
Vivian Almodovar-Delgado	Parent
Illianette Martinez	Education Support Employee
Michele Wiggins	Education Support Employee
Sunita Sookhlall	Parent
Jen Fenell	Parent
Estefania Agosto	Student
Ana Agosto	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan for the current year. The Freedom Middle School SAC follows a concise set of bylaws and a clear understanding of the district and state compliance issues in order to make sound judgement on the results of the school improvement plan. District and community resources are provided to the SAC members so that informed decisions can be made to improve student achievement. Prior year data and comparison results for the district and state are used as a "temperature" in regards to the effectiveness of the school improvement plan. The intent of SAC's involvement in the evaluation of last year's school improvement plan is to stay on track with each phase of school improvement so that the final results, developing the next school improvement plan is the final product.

Development of this school improvement plan

The SAC provides community insight and parent/community perspective in the development of action plans connected to school improvement. The school improvement plan is developed to organize and plan strategies focused on maximizing continuous improvement, increasing student achievement, and closing the achievement gap. The SAC utilizes the FLDOE template along with the Framework for Teaching and Learning non-negotiables which helps to keep our focus on students. The development of the school improvement plan utilizes an 8-step process which encompasses data-based decision making along with a systematic problem-solving approach. The SAC focuses on identifying underlying problems, not symptoms (root cause analysis), aligning resources to need, planning strategic course of action, and monitoring progress and effectiveness of implementation.

Preparation of the school's annual budget and plan

The SAC's involvement in the school's annual budget and plan include discussions of a shared vision among school leaders and SAC members regarding the relationship between the school's budget and the school improvement goals. The SAC members consider statutes that affect the school's budget, the roles of stakeholders, new programs and initiatives, and utilize an understanding of budgeting procedures in order to make appropriate recommendations. A general reporting of expenditures and

status of the general budget and school improvement fund is a continuous activity throughout the course of the school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Specific funds are not allocated. If funds are needed, it will come from the school budget.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Chappetta, Bethany	Instructional Media
Delaney, Kelly	Instructional Coach
Johns, Dusty	Principal
Lowe, Penelope	Instructional Coach
Stewart, Amanda	Instructional Coach
Wiggins, Michele	Assistant Principal
Poke, Franita	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The main goal of the LLT will be to increase the reading proficiency in all grade levels including specific subgroups. We will place emphasis on our lowest 25% as well as our economically disadvantaged subgroup. Reading will be incorporated into all content areas for a period of at least 20 minutes as week, with teacher tools in place to monitor student reading comprehension. Our social studies classes add a specific focus on nonfiction in the classroom in an effort to prepare our students for the shift to informational reading for our Florida Standards Assessement. The LLT will assist instructors with understanding reading strategies with a focus on information reading, as well as how to implement those strategies in the classroom.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

We have built a culture of learning and collaboration into our school including time to plan and collaborate together as content areas as it relates to instruction. We provide time for teachers to complete peer observations to see best practices in the classrooms and fine tune our own craft. We also have committees to build school spirit and culture. We've implemented a teacher recognition program in the form of the Golden Panther in which a member of the faculty recognizes a peer for excellence in

instruction, best practices, or collegiality. Our monthly Title I events also provide opportunities to come together as a school to fellowship and learn with students and their families.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Professional development and mentoring is an integral part of teacher recruitment and retention, as it provides support through collaboration, capacity building, and professional connections. The following is our PD and mentoring structure:

1. Professional development targets to enhance the fidelity and effectiveness of our Professional Learning Communities.

Professional Learning Communities (PLC's) focus on teacher content areas as well as interdisciplinary teams. PLC's allow teachers time to discuss essentials of the content, make connections to other areas, and provide an opportunity to collaborate on instructional delivery practices. This time is also utilized to identify essential benchmarks and skills, so lessons are developed that are driven by instructional need and student achievement is maximized.

2. Our professional development is on focused standards based instruction and the implementation of AVID WICOR strategies. As curriculum needs arise, we develop professional development according, for example, we have created professional development on Evidence Based Scales. This allows us to reflect on practice and needs and address them specifically to have the most impact on student achievement.

3. Through our new teacher mentor program, new teachers are paired with subject area curriculum leaders, and experienced teachers to gain feedback on best practices receive support needed to build on their instructional practices.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

1. Mentor/mentee meetings
2. Classroom observations and feedback
3. Alternative Certification Program (ACP) teacher online portfolio

The goal of the mentor program is to empower our new teachers (mentees) with the skills they need in order to provide quality instruction, and offer the necessary support to build confidence in daily tasks. Mentors meet with mentee teachers on a weekly basis (or more frequently if needed), about various classroom management issues, lesson development, class assignments and grade book management, and other related situations. Levels of need among teachers of mentors varies, but mentors are charged with giving the mentee situational skills and providing a cadre of support so that our new teachers can effectively deal issues that may arise. The mentors also assist with the Professional Development Certification Program (PDCP, formerly ACP) portfolio and provide assistance prior to submission of the portfolio.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Freedom Middle School utilizes prior year data to determine appropriate academic placement in core classes for regular, intensive, honors and high school level courses. Teachers access individual and class data via Performance Matters to group students, plan interventions and enrichment activities. Students who are identified as lacking proficiency (on grade level) in the areas of reading and math receive supplementary instruction in an intensive class setting with opportunities to access more targeted curriculum for remediation of skills.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 1,440

Math and reading departments will hold Saturday sessions using research based instructional materials along with computer based programs. Student will participate in a rotational model incorporating the use of computer assisted instruction and small group teacher led instruction. Students will be placed in intervention groups to work on specific skills to increase mastery of the assessed Florida Standards.

Strategy Rationale

Additional instructional minutes outside of the school day provide additional support for students who have not reached proficiency levels on the assessed Florida Standards

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Chappetta, Bethany, bethany.chappetta@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student attendance will be tracked and teachers will be responsible for collecting multiple sources of data. The data reports will be compared to benchmark, mini, and common assessment data to determine if instructional adjustments need to be made.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Guidance counselors visit the feeder schools and meet with students, assist them with course selection, and ensure that all students have access to services addressing their academic, career, social personal, and multicultural needs. The school holds orientation sessions for incoming sixth graders to introduce the incoming students to school personnel, special programs, and provides an opportunity to tour the school campus. Students begin their career planning beginning in seventh

grade by completing "Choices", a career exploration program. High school counselors conduct a presentation and hold registration sessions with eighth graders to assist them with completing a four year high school plan to meet their educational goals.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Academic and career planning is addressed with all students in the eighth grade through our guidance department. Our eighth grade guidance counselor assists students in selecting a path of study and building a plan for the future. Our CTE and Advancement Via Individual Determination (AVID) programs help students to make connections to future jobs and college pathways. Students participate in field trips and career nights, where business and community representatives share their services with students. During the school year, various meetings and large presentations are held to inform students about the relationship of academic and career planning with major emphasis and focus placed on students moving towards high school.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Our two Career and Technical Education (CTE) courses, Engineering (Project Lead the Way) and Business Technology, help prepare student for the rigorous demands of high school, college, and careers, by providing students with hands-on opportunities that extend their learning through designing, problem solving, and critical thinking. Students are challenged to utilize their background knowledge from other advanced course work, so they can effectively create and communicate. Project Lead the Way challenges and engages students to envision, design, and test their ideas with advanced software used by companies like Lockheed Martin. Our Business Technology course assists students in gaining industry certification (CIW-Internet Business Associate), which prepares students to work effectively in today's business environment. Students learn about the task involved in various web technologies, job roles, and the skills and technologies to perform them. Students also gain career experience through cross curricular integration and the new Florida Standards Assessment.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Through the AVID program, students gain readiness experience for high school and post secondary school. Through our Business Technology class, students have the opportunity to become industry certified, and the chance to gain a college credit. Through our engineering program (Project Lead the Way), students are exposed to the high demands of critical thinking and problem solving, using advanced mathematics and science skills, helping them to prepare for future STEM opportunities.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Counselors conduct classroom guidance sessions and individual counseling sessions about student career opportunities, and requirements for different magnet programs for students with varying interests. School offers opportunities for students to enroll in high level courses and earn college credit (Business Technology Course). Our AVID program equips students with the skills needed to be successful in rigorous coursework in middle, high and post secondary education. Our Business Technology class, provides opportunities for students to become industry certified, and earn a college credit through our partnership with Valencia Community College. Our Project Lead the Way engineering program, exposes students to the high demands of critical thinking and problem solving,

using advanced mathematics and science concepts, helping them to prepare for future STEM opportunities.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase teacher effectiveness in the delivery of standards-based instruction

G2.   Increase teacher utilization of MTSS interventions

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase teacher effectiveness in the delivery of standards-based instruction 1a

🔍 G042839

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Reading - SWD	57.0
AMO Reading - ELL	62.0
AMO Math - SWD	55.0

Resources Available to Support the Goal 2

- Florida Standards and Test Item Specifications

- Progress monitoring and assessment data

- Marzano Instructional Framework

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge and experience with the Florida State Standards

Plan to Monitor Progress Toward G1. 8

Leadership team will meet weekly to share progress reports, observations, commendations and recommendations as observed by visiting classrooms and attending content PLC's. Follow-up instructional coaching will be provided to individual teachers or departments as needed.

Person Responsible
Dusty Johns

Schedule
Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Learning goals and evidence based scales are present and aligned to standards. Observe activities for high rigor and the utilization of elements in design questions three and four.

G2. Increase teacher utilization of MTSS interventions 1a

🔍 G042841

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	75.0

Resources Available to Support the Goal 2

- FLDOE MTSS Resources

- OCPS District MTSS Coach support

- Progress Monitoring and assessment data

- School Psychologist and Staffing Specialist

Targeted Barriers to Achieving the Goal 3

- Teachers limited knowledge of and experience with MTSS

Plan to Monitor Progress Toward G2. 8

Benchmark assessment, common assessment data

Person Responsible
Penelope Lowe

Schedule

Evidence of Completion
Student assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase teacher effectiveness in the delivery of standards-based instruction 1

🔑 G042839

G1.B1 Teachers have limited knowledge and experience with the Florida State Standards 2

🔑 B104632

G1.B1.S1 Require PLC's and collaborative teams to examine and increase the level of rigor in unit plans through the implementation of the Florida State Standards 4

🔑 S115830

Strategy Rationale

Teachers will have a greater understanding of the new State Standards to plan rigorous instruction that can be implemented with fidelity.

Action Step 1 5

Instructional coaches will provide professional development on designing rigorous lessons aligned with Florida Standards

Person Responsible

Kelly Delaney

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Sign in sheets, training agendas, exit slips, teacher reflection

Action Step 2 `5`

Provide ongoing support for unit lesson planning

Person Responsible

Kelly Delaney

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, unit plans, training agenda

Action Step 3 `5`

Modeling and coaching instruction of the Florida Standards

Person Responsible

Kelly Delaney

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Informal/formal observations, teacher reflections, documentation of coaching feedback

Action Step 4 `5`

Teachers will implement rigorous, standards-based instruction

Person Responsible

Dusty Johns

Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

Unit Plans, classroom observation data, formative, and summative student achievement data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The leadership team and instructional coaches will conduct frequent classroom walk throughs, informal and formal observations of teachers.

Person Responsible

Dusty Johns

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Formal and informal observation data, coaching logs, documentation of coaching feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Review of Unit Plans for evidence of standards based planning

Person Responsible

Michele Wiggins

Schedule

Weekly, from 8/15/2014 to 6/5/2015

Evidence of Completion

Unit Plan feedback

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Leadership presence in collaboration meetings and during common planning

Person Responsible

Michele Wiggins

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, completed unit plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Benchmark assessments, common assessments

Person Responsible

Michele Wiggins

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student assessment data from common assessments, benchmarks, and end of course examinations, teacher observation data

G2. Increase teacher utilization of MTSS interventions `1`

🔍 G042841

G2.B1 Teachers limited knowledge of and experience with MTSS `2`

🔍 B121588

G2.B1.S1 On going professional development to "scale up" the MTSS process `4`

🔍 S133945

Strategy Rationale

Staff members need to be knowledgeable about the MTSS process and be able to implement their role in the process.

Action Step 1 `5`

Staff will receive professional development on the MTSS process

Person Responsible

Penelope Lowe

Schedule

Semiannually, from 10/8/2014 to 5/27/2015

Evidence of Completion

Meeting notes and agenda for professional development; collaboration notes from team meetings

Action Step 2 `5`

Leadership team collaboration about the MTSS process as well as professional development needs

Person Responsible

Penelope Lowe

Schedule

Biweekly, from 9/30/2014 to 5/1/2015

Evidence of Completion

MTSS Collaboration meeting notes with instructional coaches, deans, and members of the leadership team

Action Step 3 `5`

MTSS coordinator will coach and model the MTSS process for both individual teachers and collaborative teams

Person Responsible

Penelope Lowe

Schedule

Monthly, from 9/30/2014 to 5/1/2015

Evidence of Completion

Action Step 4 `5`

Teachers will implement the MTSS process with fidelity

Person Responsible

Penelope Lowe

Schedule

Daily, from 10/15/2014 to 5/1/2015

Evidence of Completion

Benchmark, ALEKS, Achieve 3000, and Read 180 data. Quarterly core course failure rates, discipline data, unit plans, and classroom observation data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Review MTSS meeting data and progress monitoring data

Person Responsible

Penelope Lowe

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

MTSS meeting agendas, meeting notes, student data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Benchmark assessments, common assessments

Person Responsible

Kelly Delaney

Schedule

Biweekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Student assessment data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Instructional coaches will provide professional development on designing rigorous lessons aligned with Florida Standards	Delaney, Kelly	8/11/2014	Sign in sheets, training agendas, exit slips, teacher reflection	6/3/2015 monthly
G2.B1.S1.A1	Staff will receive professional development on the MTSS process	Lowe, Penelope	10/8/2014	Meeting notes and agenda for professional development; collaboration notes from team meetings	5/27/2015 semiannually
G2.B1.S1.A2	Leadership team collaboration about the MTSS process as well as professional development needs	Lowe, Penelope	9/30/2014	MTSS Collaboration meeting notes with instructional coaches, deans, and members of the leadership team	5/1/2015 biweekly
G1.B1.S1.A2	Provide ongoing support for unit lesson planning	Delaney, Kelly	8/11/2014	Sign in sheets, unit plans, training agenda	6/5/2015 weekly
G1.B1.S1.A3	Modeling and coaching instruction of the Florida Standards	Delaney, Kelly	9/8/2014	Informal/formal observations, teacher reflections, documentation of coaching feedback	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3	MTSS coordinator will coach and model the MTSS process for both individual teachers and collaborative teams	Lowe, Penelope	9/30/2014		5/1/2015 monthly
G2.B1.S1.A4	Teachers will implement the MTSS process with fidelity	Lowe, Penelope	10/15/2014	Benchmark, ALEKS, Achieve 3000, and Read 180 data. Quarterly core course failure rates, discipline data, unit plans, and classroom observation data	5/1/2015 daily
G1.B1.S1.A4	Teachers will implement rigorous, standards-based instruction	Johns, Dusty	9/8/2014	Unit Plans, classroom observation data, formative, and summative student achievement data	6/5/2015 daily
G1.MA1	Leadership team will meet weekly to share progress reports, observations, commendations and recommendations as observed by visiting classrooms and attending content PLC's. Follow-up instructional coaching will be provided to individual teachers or departments as needed.	Johns, Dusty	8/18/2014	Learning goals and evidence based scales are present and aligned to standards. Observe activities for high rigor and the utilization of elements in design questions three and four.	6/5/2015 weekly
G1.B1.S1.MA1	Benchmark assessments, common assessments	Wiggins, Michele	8/18/2014	Student assessment data from common assessments, benchmarks, and end of course examinations, teacher observation data	5/29/2015 biweekly
G1.B1.S1.MA1	The leadership team and instructional coaches will conduct frequent classroom walk throughs, informal and formal observations of teachers.	Johns, Dusty	8/18/2014	Formal and informal observation data, coaching logs, documentation of coaching feedback	5/29/2015 daily
G1.B1.S1.MA3	Review of Unit Plans for evidence of standards based planning	Wiggins, Michele	8/15/2014	Unit Plan feedback	6/5/2015 weekly
G1.B1.S1.MA4	Leadership presence in collaboration meetings and during common planning	Wiggins, Michele	8/18/2014	Sign in sheets, completed unit plans	6/5/2015 weekly
G2.MA1	Benchmark assessment, common assessment data	Lowe, Penelope	Student assessment data	one-time	
G2.B1.S1.MA1	Benchmark assessments, common assessments	Delaney, Kelly	9/1/2014	Student assessment data	6/5/2015 biweekly
G2.B1.S1.MA1	Review MTSS meeting data and progress monitoring data	Lowe, Penelope	8/18/2014	MTSS meeting agendas, meeting notes, student data	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase teacher effectiveness in the delivery of standards-based instruction

G1.B1 Teachers have limited knowledge and experience with the Florida State Standards

G1.B1.S1 Require PLC's and collaborative teams to examine and increase the level of rigor in unit plans through the implementation of the Florida State Standards

PD Opportunity 1

Instructional coaches will provide professional development on designing rigorous lessons aligned with Florida Standards

Facilitator

CRT, instructional coaches, curriculum leaders

Participants

Classroom Teachers, Instructional Coaches

Schedule

Monthly, from 8/11/2014 to 6/3/2015

PD Opportunity 2

Provide ongoing support for unit lesson planning

Facilitator

CRT, instructional coaches, curriculum leaders

Participants

Classroom Teachers, Instructional Coaches

Schedule

Weekly, from 8/11/2014 to 6/5/2015

PD Opportunity 3

Modeling and coaching instruction of the Florida Standards

Facilitator

Instructional Coaches

Participants

Classroom Teachers, Instructional Coaches

Schedule

Weekly, from 9/8/2014 to 6/5/2015

G2. Increase teacher utilization of MTSS interventions

G2.B1 Teachers limited knowledge of and experience with MTSS

G2.B1.S1 On going professional development to "scale up" the MTSS process

PD Opportunity 1

Staff will receive professional development on the MTSS process

Facilitator

Penny Lowe

Participants

Instructional Staff

Schedule

Semiannually, from 10/8/2014 to 5/27/2015

PD Opportunity 2

MTSS coordinator will coach and model the MTSS process for both individual teachers and collaborative teams

Facilitator

Penny Lowe, Donald Hoessler, Amanda Stewart

Participants

Instructional Staff

Schedule

Monthly, from 9/30/2014 to 5/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**